



The analysis of self-esteem level of the school of physical education and sports students participating in intercollegiate football contests

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Abstract

In this study, it is aimed to analyze self-esteem levels of the male and female students in the School of Physical Education and Sports in different provinces between 2015-2016 years who participated in football contests in Balıkesir University. The sample of the analysis is formed with 76 female and 54 male football players for a total of 130 individuals participated on a voluntary basis, who are students of Physical Education and Sports in different provinces of Turkey.

In this study, individuals have been applied two-part questionnaire. In the first part demographic features and in the second part Cooper Smith Self-Esteem Inventory consisting of 25 items have been used. The obtained data have been recorded in silico by using a packaged software named SPSS 20. On the purpose of testing hypothesis of the study; normality tests, frequency analysis, descriptive statistics, credibility analysis, MWU test and Kruskal Wallish H tests have been applied.

As seen in Kruskal Wallis H test table, self-esteem scores do not differ according to age. ($p > 0,05$). In MWU test result, there is no significant difference between male and females in terms of self-esteem scores. ($p > 0,05$). Self-esteem scores do not differ according to the alma mater in statistical terms. ($p > 0,05$). As a result of Kruskal Wallis H test carried out to determine if self-esteem scores differ according to the participants who do sports in different frequency, it is identified that self-esteem scores significantly differ according to frequency of doing sports. ($p < 0,05$). In order to determine between which groups have difference in question, with Mann Whitney U test; potential all pairwise comparisons have been done and rarely sports doer's self-esteem scores averages are quite low when compared to the on occasion and regularly doers; it is determined that there is no significant difference in terms of self-esteem scores between participants who do sports in a club and who do not. ($p > 0,05$).

As a result, individuals studying at Physical Education and Sports schools' self-esteem scores do not differ from each other according to their ages, gender, doing sports in clubs but differ according to frequency of doing sports. Physical education and sports' being positive provides a chance to get closer to self-esteem concept. It is taught that it is important in terms of determination of self-esteem levels.

Keywords: Physical Education; Sports; Football; Self-esteem.

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1. Introduction

Self-esteem is a status of the person feel himself proud, valuable, diligent, active and successful. It is an emotion emerging as a result of self-judgement and assessment. It is the liking that emerges as a result of self-assessment and self-espousing. (Yüksekkaya, 1995).

Self-esteem, how the individual feels about himself or what he believes Self-perception, "self-esteem, motivation, attitude, behavior, and emotional perceptions (Dowshen & Mesinger, 2005).

Self is the most important that affects personality most. Self-comprises our opinion about our personality and our outlooks. In this view, self can also be defined as a special side of the personality. In this way, self is a dynamic pattern of person's opinion related to his characteristics, abilities, values, aims and ideals. Self is being conscious. Self is a spiritual and physical concept. Self-concept is the person's being aware of his own identity (Aşçı, 1997).

In the broadest sense, self is the attitude that a person has developed about himself as a result of social interactions with other people. In other words, it includes the answers of these questions "What am I? What can I do? What are valuable for me? What do I want from life?". Thus, self becomes the pattern related to the person's characteristics, abilities, values, wishes and ideals (Gün, 2006).

Self-esteem is trusting himself as much as he respects himself, giving value to himself regarding all his characteristics, liking himself, approving, being satisfied with himself and finding himself positive and worth to be loved. Shortly, self-esteem is a constant assessment and it is about the person. Such an assessment is about the person's characteristics that he approves for himself such as performing his abilities, being likeable and acceptable in society, accepting and embracing his physical features and it shows his attitude about his own. (Yörükoğlu, 1985) In return, a person who has a low self-esteem has low trust on his own, gets desperate so quickly and briefly he is more vulnerable to develop negative spiritual signs. (İkizler & Karagözoğlu 1997). People having high self-esteem act differently when compared to low ones. Research results show that having high self-esteem generally pushes people to get involved in active social interactions but having low self-esteem causes people to feel powerless and under pressure in society. (Yüksekkaya, 1995).

Many researches, reveals that physical activities have been used as appropriate help strategy to develop people's psychological functions and mental health. Self-concept, is an indicator of mental health and person's psychological functions, has become one of the concepts that has been searched due to its important role in person's happiness in daily life, success in different parts of the life and having a good contact with people. (Aşçı, 1997).

Self-esteem in the direction of different experiences, intense and intense stimuli Under the influence of many physical and psychological dimensions to cause a variety of effects and their continued health-related behaviors can also guide (Yaratan ve Yucesoylu, 2010).

It is confirmed that practice and physical fitness has a potential that extends person's physical efficiency and self-approval. Folkins and Sime (1981) has determined that physical fitness has extended the self-concept. And so on, in many researches, it is determined that practice has positive effect on self-concept. (Willis & Campbell, 1992).

In general, family functioning, social support, and academic There is a significant relationship between performance and self-esteem (Lian, 2008).

In order to reveal the self-esteem levels of the male and female students in the School of Physical Education and Sports in different provinces between 2015-2016 years who participated in football contests in Balıkesir University, it is aimed to analyze if it differs according to some variables. In accordance with this purpose we tried to find answers the questions below.

Research Hypotheses:

H₁: *Self-esteem levels differ significantly according to age.*

H₂: *Self-esteem levels differ significantly according to gender.*

H₃: *Self-esteem levels differ significantly according to alma mater.*

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H₄: *Self-esteem levels differ significantly according to frequency of practice.*

H₅: *Self-esteem levels differ significantly according to doing practice in clubs.*

2. Material and Method

A questionnaire (APPENDIX 1- APPENDIX 2) has been set according to the information located in theoretical part. The applied questionnaire consists of 2 parts. In the first part, there are demographic features about athletes (age, gender, educational background, either doing sports, level of income, branch of sports).

Cooper Smith Self-Esteem Inventory was developed by Stanley Cooper Smith in 1975. It is a scaling means which is used in individual assessment in various personal attitude. Turkish validity and credibility study was carried out in 1987 by Turan and Tufan. reliability co-efficient was found as $r=0.76$ ($p<0.05$). When considered the relationship between Rosenberg Self-Esteem Inventory and credibility of the means, a meaningful relationship $r=0.61$ ($p<0.05$) was found. Adult form was used. It is a scale consisting of 0-1 pointed 25 articles. (Turan & Tufan, 1987).

2.1. Statistical Analysis

Firstly, descriptive statistics related to variables based on study were put in order for statistical analysis and evaluation of data. Then data collected from normality tests in analysis, frequency analysis, descriptive statistics, MWU test, Kruskal Wallis H test, credibility analysis test was presented by tabulating. Evaluation of the data was carried out with SPSS 20.

Table 1. Normality Tests

In order to state if the scale data suits with normal variety, K-S and Shapiro-Wilk normality tests have been carried out and the results are given below.

Kolmogorov-Smirnov			Shapiro-Wilk		
Statistics	Sd	p	Statistics	Sd	p
,134	130	,000	,958	130	,001

Table 2. Analysis of Descriptive Statistics Related to Self-Esteem

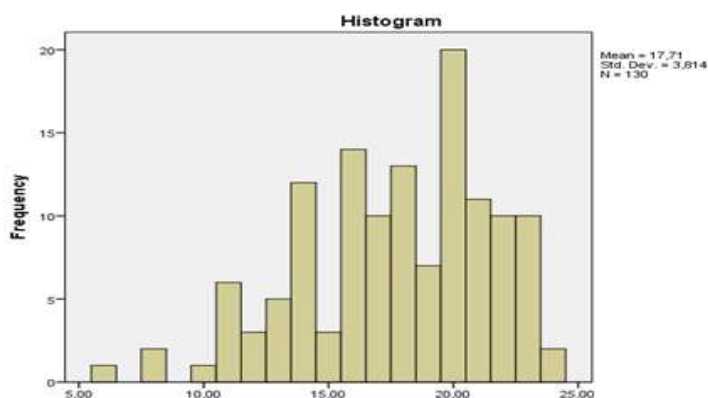
	Minimum	Maximum	Average	Sd
Self-Esteem	6,00	24,00	17,7077	3,81439

Average of the total score collected from self-esteem has been determined as $17,70\pm3,81$. Total score collected from scale varies between 6 and 24.

3. Findings

In order to reveal the relationship self-esteem levels between the male and female students in the School of Physical Education and Sports in different provinces between 2015-2016 years who participated in football contests in Balıkesir University, a questionnaire was carried out with 76 female and 54 male football players for a total of 130 individuals. In order to test the self-esteem levels of the subjects, Cooper Smith Self-Esteem Inventory was used.

Before application of the questionnaire, what is the aim and importance of the study have been told and information about the questionnaire has been given. In the study, Cooper Smith Self-Esteem Inventory (25 articles-short form) has been used. In the answer key, each expected answer score is 1, unexpected one is given 0. High total score means self-esteem is high, low total means self-esteem is lower. Short form of the scale consists of 25 articles. One person can get maximum 25 points in the short form. While self-esteem score is being tested on short form, subscales are not taken into consideration. Only total self-esteem score can be reached in short form. Cronbach alpha value has been calculated in order to determine the credibility of the scale and it is 0,714. According to the criteria, the scale can be said to be reliable.



When K-S and Shapiro-Wilk tests' significance rate have been analyzed, it is determined that data suits with normal variance. ($p < 0,05$) In this context, it is endorsed to use nonparametric techniques in analyses.

Frequency Analysis Related to Demographic Features

Table 3. Analysis of Age Variance.

	N	%
17-19 Age	53	40,8
20-22 Age	58	44,6
23-25 Age	17	13,1
26 Age +	2	1,5
Total	130	100,0

%40,8 of the participants of the research is 17-19, %44,6 of them 20-22, %13,1 is 23-25 and %1,5 of them is 26 aged and over.

Table 4. Analysis of Gender Variation.

	N	%
Male	54	41,5
Female	76	58,5
Total	130	100,0

%41,5 of the participants is male, %58,5 is female.

Table 5. Analysis of the Variance According to Alma Mater

	N	%
Namık kemal	39	30,0
Balıkesir	18	13,8
Düzce	20	15,4
İstanbul	12	9,2
Kocaeli	9	6,9
Kırklareli	12	9,2
Çanakkale	20	15,4
Total	130	100,0

%30 of the participants are students in Namık Kemal, %13,8 are in Balıkesir, %15,4 are in Düzce, %9,2 are in İstanbul, %6,9 are in Kocaeli, %9.2 are in Kırklareli, %15,4 are in Çanakkale University.

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Table 6. Analysis of Frequency of Practicing Variance

	N	%
Regularly	93	71,5
Occasionally	30	23,1
Rarely	7	5,4
Total	130	100,0

%71,5 of the participants are regularly, %23,1 are occasionally, %5,4 of them are rarely practicing.

Table 7. Analysis of Variance of Practicing in Clubs

	N	%
Yes	72	55,4
No	58	44,6
Total	130	100,0

%55,4 of the participants are practicing.

Table 8. Comparison of Age and Self-Esteem Scores

		N	Order Av.	Ki-Kare	p	Difference (MWU)
Self-Esteem	17-19 Age	53	65,34	3,806	0,283	-
	20-22 Age	58	70,22			
	23-25 Age	17	50,06			
	26 Age +	2	64,00			

Table 9. Comparison of Gender and Self-Esteem Scores

		N	Order Av.	MWU	p
Self-Esteem	Male	54	66,99	1971,500	,702
	Female	76	64,44		

It is stated that there is no significant difference between male and female people in terms of self-esteem scores as a result of MWU tests.

Table 10. Comparison between Self-Esteem Scores and Alma Mater

		N	Order Av.	Ki-Kare	p	Difference(MWU)
Self-Esteem	Namık Kemal	39	65,22	7,128	0,309	-
	Balıkesir	18	47,81			
	Düzce	20	70,85			
	İstanbul	12	60,67			
	Kocaeli	9	60,83			
	Kırklareli	12	77,71			
	Çanakkale	20	74,30			

Self-esteem scores do not differ significantly in terms of statistics according to alma mater.

Table 11. Comparison of Self-Esteem Scores and Frequency of Practicing

		N	Order Av.	Ki-Kare	p	Difference (MWU)
Self-Esteem	Regularly Practicing	93	70,67	7,005	0,030	1-2,3
	Occasionally Practicing	30	55,18			
	Rarely Practicing	7	41,07			

In order to define if there is a difference among people who practice with different frequency, in the result of comparison made with Kruskal Wallis H; it is determined that self-esteem scores differ significantly according to frequency of doing sports. ($p < 0,05$). In order to state among which groups is aforesaid difference, all potential pairwise comparison have been made with Mann Whitney U test and rarely practicing people's self-esteem scores are significantly lower than those who practice occasionally and regularly.

Table 12. Comparison between Self-Esteem Scores and Practicing in Clubs

		N	Order Av.	MWU	p
Self-Esteem	Yes	72	66,37	2025,500	,769
	No	58	64,42		

There is no significant difference between practicing in a club and those who do not in terms of self-esteem scores. ($p > 0,05$).

4. Discussion and Conclusion

The main aim of this study is to state if there's a significant difference or relationship in self-esteem levels of the male and female students in the School of Physical Education and Sports in different provinces between 2015-2016 years who participated in football contests in Balıkesir University. 76 female and 54 male football players for a total of 130 individuals participated in this study.

As seen in Kruskal Wallis H test table, self-esteem scores do not differ significantly according to age. ($p > 0,05$). In a survey made by Aktaş (2014), 17-20 aged people have the lowest self-esteem scores among other individuals. In direction of these results, as the age variance change, the self-esteem increases. Tamer and etc. (2011) has conducted a study with visually-handicapped elite weigh-lifter. In this study it is understood that self-esteem levels change according to age factor and as the age increases, there happens an increase in self-esteem. But Özkan (1992) has mentioned that there is no meaningful relationship between age and university students. According to Dinçer and etc.. (2015), there is no significant difference in self-esteem levels according to age group of handicapped badminton players. In literature, conflictual results have been stated in the studies analyzing self-esteem variance according to age variable.

In consequence of MWU test, there is no meaningful difference between male and female people in terms of self-esteem scores. ($p > 0,05$). No significant difference has been detected in self-esteem according to gender variable. In a study conducted by İnanç (1997), there is no significant difference between self-esteem levels of female and male people. In a study analyzing self-esteem and gender variable conducted by Maşrabacı (1994), gender has no effect on self-esteem, Abbasoğlu & Öncü 2013). There is no significant difference in physical education teachers' nominees between self-esteem and gender variable. Aksoy (1992) stated in his study about high school seniors' self-esteem and focus of audit that gender is not a factor on self-esteem. Besides being similar, it supports our findings. In consequence of researches, it is understood that the difference between self-esteem and gender variable is unimportant.

Self-esteem scores do not differ significantly according to alma mater statistically. ($p > 0,05$). It can be said that there may be a meaningful difference between doing sports and self-esteem.

Although they study in different provinces, as course content and aims of education are the same, we think that there is no difference between self-esteem levels.

In order to determine if self-esteem scores differ between participants who does sports at different frequencies, in consequence comparison of Kruskal Wallis H test; it is stated that self-esteem scores differ significantly according to frequency of practicing. ($p < 0,05$). In order to state among which groups is aforesaid difference, all potential pairwise comparison have been made with Mann Whitney U test and rarely practicing people's self-esteem scores are significantly lower than those who practice occasionally and regularly. Again in Doğan and etc. (1994) study, university students' attending social activities and self-esteem levels have been analyzed. It is understood that sports doers are more positive in terms of body image evaluation. As understood, in today's world many searches revealed that self-esteem positively change in those who attend sports activities.

It is stated that there is not a significant different between people who does sports at a club and who don't. ($p > 0,05$). Self-concept is perception and understanding of himself. Self-esteem is the emotional side of self. It is the situation of liking himself as a result of accepting self-concept. In order for someone to like himself it is not necessary to be blue ribbon for self-respect. In the broadest sense, self-esteem is feeling himself proud, valuable, diligent, active and successful. Thanks to physical education and sports activities, in parallel with physical development of individuals, it will be possible to contribute to the formation of self-esteem, as a result of gaining the sense of self-liking, self-confidence and feeling of guilty. Although there are both participants doing sports at clubs and not doers, it is thought that doing sports affects positively to the self-esteem.

Based on all these results, sports effects positively "self-esteem" of individuals. In this context, people in physical education and sports school have increased their self-esteem levels and all those people have answered the same results. Physical education and sports activities contribute not only to self-trust and efficiency feeling but also self-image. We think that sports is be directly proportionate to self-esteem.

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